Providing Feedback to Promote Professional Growth

The educator provides actionable, constructive feedback to an adult-to-adult colleague that encourages self-directed professional growth.

Key Method

The educator provides actionable, constructive feedback following an observation of a colleague that is data driven and demonstrates the use of thoughtful, reflective questions to encourage self-directed professional growth.

Method Components

Educators provide feedback to students—both formally and informally—every day, yet teachers seldom receive feedback that is meaningful and contributes to their professional growth. As an educational leader, your goal in providing feedback is to allow others to diagnose their own professional skills and take self-directed actions toward improvement. When providing adults with constructive, actionable feedback, you want to keep the following in mind:

- Feedback is not advice. Often, in an attempt to provide feedback, the person offers advice. If your feedback includes the words "you should" or "you ought to," you are offering advice rather than feedback that leads to self-directed growth.

- Feedback is not evaluative. Leaving behind a sticky note that reads "You rock!" or "Great lesson!" is providing an evaluative statement based on an overall impression.

- Feedback needs to reflect both effective and non-effective elements of practice; acknowledge actions you notice that contribute to positive student outcomes as well as actions the educator should target for improved student outcomes.

Characteristics of Effective Feedback

Data Driven: objective measures (based on observable facts) presented to the adult-to-adult colleague in a visual display rather than subjective measures (based on personal preference or opinion).

Timely: provided as soon as possible after the classroom visit or equivalent - Create time on your calendar to provide feedback at the same time you schedule the data collection to reflect equal importance for both.

Detailed: include specific, detailed references rather than vague generalities - Select details that relate to components in the educator's evaluation framework or an area of professional practice the teacher has selected.

Related to Student Outcomes: when possible, connect the educator's action to student response - "I noticed when you _____, your students responded by _____."

Respectful: communicated to the educator receiving feedback in a tone that supports collaboration and inquiry.

Consider these examples:

Vague Generalities as Feedback	Observable, Objective Feedback
Your students didn't seem engaged.	Four students were on their cell phones and three students appeared to be sleeping.
You did a great job with the lesson!	You provided students with a clear learning goal and easy-to-follow steps for completing the assignment.
Don't be the sage on the stage.	You provided instruction for 22 minutes before asking for a student response.

Using Data

Presenting feedback in the form of observable data that is objective, specific, and measurable allows individuals to draw their own conclusions about their performance and to consider ways to improve their professional practice. In addition to data from students' work samples, formative assessments, and summative assessments, other types of objective feedback might include (but are not limited to)

- scripted questions to determine depth of knowledge.

- a sketch of the educator's movement or proximity to students at specific times during instruction

- the number of interactions an educator has with students by subpopulation (e.g., gender, ethnicity, English language learners) or seating arrangements.

- educator's wait-time after posing questions (measured in seconds)

- student engagement (on-task and off-task behaviors) at specific times during instruction
- ratio of teacher talk to student talk (in minutes and/or seconds)

Mediative Questions

Feedback becomes more effective when it leverages the power of carefully crafted open-ended questions to move the person receiving feedback from a reflective mindset to a planning and problem-solving mindset. Cognitive Coaching®, founded by Art Costa and Robert Garmston, uses the power of mediative questions to encourage self-directed actions. Mediative questions invite the person receiving feedback to explore a variety of options or solutions because they presume multiple options versus one correct answer.

The following table illustrates some characteristics of mediative questions:

Use plural forms	*What are your **hunches** about …?* *What are some **ways** …?*
Use tentative language	*What **might** be …?* *What are some **possible** …?*
Pose positive presuppositions	*What **are you learning**?* *What **will you try**?*
Are open-ended rather than "yes-no" answers	*What are some of the possible actions that you might take to …?* *What might be some of the ways …?*

Distinctions Among Types of Feedback

As you practice providing feedback, keep in mind the two main learning goals for this micro-credential:

- To provide an adult-to-adult colleague with opportunities to recognize areas for professional growth *based on the data you present to them in the feedback conference.*

- To help them make self-directed steps toward improvement as a result of *the mediative questions* you ask them during the feedback conference.

The data display and mediative questions should focus on the area the colleague has requested for feedback. This classroom visit or observation is an opportunity to gather observable evidence rather than rate the educator's practice using a formal rubric or observation tool.

Supporting Rationale and Research

The Supporting Rationale and Research document linked below includes important resources for improving the quality and effectiveness of feedback you provide to others. As you interact with these learning materials, take time to reflect on your professional practice.

Feedback

This article discusses the importance of feedback from a business perspective, but the guidelines easily transfer to the business of educating students. How to Give Concise and Actionable Positive Feedback

The author of this article presents four characteristics of effective feedback that supports teachers' professional growth. What Does Actionable Feedback Look Like?

This article elaborates on concepts discussed in the Method Components section of the micro-credential. This resource is a "must-read" for administrators and instructional coaches wanting to improve the quality of their feedback. Offering Constructive Feedback to Teachers

This article briefly reiterates characteristics of effective feedback, but also provides a short video of a feedback session between teacher and mentor. Be sure to listen for the mediative question. Coaching for Change: Giving Feedback

This template provides scripted feedback suggestions to include in a six-step process for providing effective feedback. Six Steps for Effective Feedback

Data

This source presents tips for collecting data in the classroom. For this micro-credential, you might consider requesting data from teachers and then presenting your analysis of the data in a meaningful way with feedback and mediative questions. Collecting Data in the Classroom: A Teacher's Guide

Questioning

This source describes the use of key linguistic elements (i.e., intonation, syntax, and positive presupposition) in posing effective questions. Ask Open Questions

You don't have to reinvent the wheel. Select clarifying or mediative questions from these resources or tweak the questions to best fit your feedback scenario.

Mentoring Using Mediative Questions

Clarifying and Mediative Questions

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. To earn this micro-credential, you must receive "Passing" on Parts One and Three, and "Yes" on all criteria in Part Two.

Part One. Overview

Read the Overview criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Prompt: Describe both a positive and negative professional experience that resulted from the manner in which feedback was provided and/or received.

In your response include the following:

- Your role within your organization (position, grade level(s), content area(s))

- A time when you were the provider or receiver of feedback that caused a professional situation to make positive gains

- A time when you were the provider or receiver of feedback that *did not* cause positive gains in a professional situation

- Your learning goals in pursuing this micro-credential as they relate to providing feedback to other educators

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response to each part of the prompt; total response should be at least 300-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Read the Artifacts and Evidence Submission requirements carefully to ensure a thorough understanding of the expectations for a "Yes" on each task.

Task 1: Pre-Conference Narrative

Provide a pre-conference narrative that provides the context in which you will deliver feedback. In the narrative, describe the following:

- Your relationship with the receiver of the feedback and the frequency in which you have interacted and/or provided feedback in the past.

- An explanation of how you collaborated with the adult-to-adult colleague to decide on the data to collect.

- A description of how the data might support the colleague in formulating a plan for improving his or her professional practice related to that area.

- The 3 – 4 mediative questions you plan to ask when you provide feedback to elicit reflection and self-directed professional growth.

Please submit the written response and artifacts with the titles "Task 1 Pre-Conference Narrative" as evidence for Task 1.

Task 2: Data Display

In preparation for the upcoming feedback session with your adult-to-adult colleague, provide a display of the observable data you collected. The display should reflect thoughtful organization that is easy for others to understand, the image should be clearly discernible for the assessor. You will share the data display with your colleague during your upcoming feedback session. This artifact may be submitted in a Word Doc, a PPT or PDF file, or a photo of a poster or flip-chart paper.

Please submit the display of the observable data with the title "Task 2 Data Display" as evidence for Task 2.

Task 3: Audio or Video of Feedback Session

Provide a video recording of the feedback session with your adult-to-adult colleague. The recording should be at least 5 minutes in length and include the following:

- You sharing the data display with your adult to adult colleague

- A discussion in which you make <u>at least 3 feedback remarks</u> and <u>ask at least 3 mediative questions</u> along with your colleague's responses.

If you discover that any portion of the video is not audible, upload a transcript for the assessor along with the recording.

Please submit the video of the feedback session with the title "<u>Task 3 Feedback Session</u>" as evidence for Task 3.

Task 4: Feedback Analysis

Using the video recording of the feedback session, complete the Feedback Analysis template to analyze the feedback you provided to your adult-to-adult colleague. Include the following information:

- Capture your feedback remarks (at least 3) and mediative questions (at least 3)

- Explain the intended purpose or rationale for each feedback remark and mediative question.

- Identify the research or resource included in the Research and Resource section of this micro-credential that supports each feedback remark or mediative question.

- Indicate the time marker to assist with locating the feedback remark or mediative question within the video or audio recording.

Please submit the feedback analysis with the title "<u>Task 4 Feedback Analysis</u>" as evidence for Task 4.

Artifacts and Evidence Scoring Guide

Tasks	Not Yet	Almost	Yes
Task 1: Pre-Conference Narrative	The narrative does not respond to the bulleted items or provide adequate context for the feedback you will provide.	The narrative includes a descriptive response for two of the bulleted items listed in Part Two Task 1 but provides little or no context to describe the feedback you will provide.	The narrative includes a thorough, descriptive response for each of the bulleted items listed in Part Two Task 1 and clearly explains the context in which you will provide feedback.
Task 2: Data Display	The artifact displays observable data that is mostly subjective, or the data display is not included.	The artifact displays observable data that is mostly objective, specific, and measurable (one or more data is subjective). The data display is organized in a manner that is difficult to read and understand.	The artifact displays observable data that is objective, specific, and measurable. The data display is organized in a manner that is easy to read and for the receiver to understand.
Task 3: Audio or Video of Feedback Session	Video or audio is not submitted.	Video recording does not meet the 5-minute length requirement and/or the earner shares fewer than 3 feedback remarks and/or fewer than 3 mediative questions.	Video recording is at least 5-minutes in length. The evidence depicts the earner sharing at least 3 feedback remarks about the observable data with a colleague and asking at least 3 mediative questions that elicit reflection and self-directed growth.

Task 4: Feedback Analysis	The template is not submitted.	Template contains analysis for less than 3 feedback remarks and less than 3 mediative questions or portions of the template are incomplete.	Template contains at least 3 feedback remarks and at least 3 mediative questions. All portions of the template are complete.

Part 3. Reflection

Read the Reflection criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Prompt: Submit a response to the following prompts:

- As you reflect on the feedback session, what hunches do you have about how the recipient of the feedback viewed the experience? Consider not only the recipient's words but also body language, facial gestures, and tone of voice.

- What indications did the recipient give that the feedback was helpful and contributed to self-directed growth?

- What implications does the practice of providing objective feedback have for your future professional practice?

__This submission is scored either "passing" or "not passing."__
Passing: Earner includes a response for each part of the prompt (300-word minimum)/ Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.